


This introductory 9-week unit with its wide selection of texts takes students on a journey to real and imagined worlds. It is important that the journey begins with students responding to and composing about their own world – their place, family and cultural heritage, arriving at an understanding of their own unique perspective of their world and the world around them.

Stage 4: Year 7

Through My Window

Karen Yager – Knox Grammar School



Year 7 (Stage 4) English Unit : Term 1

Concept: Perspectives

Length of unit: 9 weeks

Concept: Perspectives

This introductory 10-week unit with its wide selection of texts takes students on a journey to real and imagined worlds. It is important that the journey begins with students responding to and composing about their own world – their place, family and cultural heritage, arriving at an understanding of their own unique perspective of their world and the world around them. The students make connections with their world and the wider world by travelling to other real and imagined worlds through a variety of texts drawn from multicultural and Aboriginal poetry and songs, short stories, film extracts and the World Wide Web that present diverse perspectives. Through a plethora of opportunities to write they will express themselves and their relationships with others and the world.

Key learning ideas:

- How our personal and cultural context influences our perspective and how we respond to texts.
- How our perspective shapes the way we make language choices and create texts.
- The power and beauty of language to explore and express views of themselves, others and the world.

Overarching question:

- How do the ways we perceive ourselves, others and the world influence the meaning of texts?

Assessment modes: Writing and reading

Assessment Outcomes: 1, 9 & 10 (NSW) 1, 7 & 8 (New NSW for AC)

Assessment *for* and *as* learning: Creating a range of imaginative, informative and persuasive texts; analysing how a perspective is shaped in texts through language, form, structure and textual details; handwriting exercises; self and peer evaluation

Summative Assessment task: Editing, refining and publishing the imaginative response ‘Through my Window’ using any medium and evaluating the perspective and how it has influenced meaning.

NSW Syllabus Outcomes:

A student:











1. responds to and composes texts for understanding, interpretation, critical analysis and pleasure
9. demonstrates understanding that texts express views of their broadening world and their relationships within it.
10. identifies, considers and appreciates cultural expression in texts

New NSW Syllabus Outcomes and Content:

Outcome 1: EN4-1 A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Engage personally with texts:

- recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
- consider and analyse the ways their own experience affects their responses to texts
- explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and

Students learn to:	Students learn about:	
1.1 Respond to imaginative texts through wide and close listening, reading and viewing	1.12 Links between the ideas, information and points of view presented in texts and their own background and experience	viewpoints
1.10 Describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding and composing	1.13 The ways their own background and experience affect their responses to texts	<ul style="list-style-type: none"> experiment with language forms and features to compose texts for pleasure and enjoyment
	1.14 Their emerging sense of personal style and taste in composition and response	Develop and apply contextual knowledge:
9.1 recognise, reflect on and explain the connections between their own experiences and the world of texts	9.7 the ways in which 'story' creates a world within which characters interact and shape action	<ul style="list-style-type: none"> interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)   
9.2 compose texts that reflect their broadening world and their relationships within it	9.8 the ways in which their experiences and perspectives shape their responses to texts	Understand and apply knowledge of language forms and features:
9.3 explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts	9.9 the ways their experiences and perspectives are represented in texts	<ul style="list-style-type: none"> apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)  use increasingly sophisticated verbal, aural, visual and/or written techniques, e.g. imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
9.4 explore the role of 'story' in shaping their experience of, response to and composition of texts		Respond to and compose texts:
10.1 Recognise and consider cultural factors, including cultural background and perspective, when responding to and composing texts	10.5 Different cultures and their common and distinguishing features	<ul style="list-style-type: none"> respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) 
10.2 Identify and explore the ways different cultures, cultural stories, including Aboriginal Australians are depicted in texts	10.6 Representations of culture through choices of language and content	
10.4 Identify and describe the ways assumptions underlying cultural expressions in texts can lead to different reading positions	10.7 cultural assumptions in texts including those about gender, ethnicity, religion, youth, age, sexuality, disability, cultural diversity, social class and work	Outcome 7: EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
	10.9 The ways culture and personal experience position composers and responders and influence response to and composition of texts	Engage personally with texts:
		<ul style="list-style-type: none"> explore and analyse the ways in which personal experiences and perspectives shape their responses to texts draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts 
		Develop and apply contextual knowledge:
		<ul style="list-style-type: none"> compare and contrast texts that present alternative views of their own world  
		Understand and apply knowledge of language forms and features:
		<ul style="list-style-type: none"> analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events 
		Respond to and compose texts:
		<ul style="list-style-type: none"> respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it explore the ways 'story' shapes their experience of and responses to a range of

	<p>texts, including film and multimedia 🌐</p> <p>Outcome 8: EN4-8D identifies, considers and appreciates cultural expression in texts</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts 🌐 <p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class 🌐 <p>investigate texts about cultural experiences from different sources, e.g. texts from Asia and texts by Asian Australians, and explore different viewpoints 🌐</p> <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541) 🌐 understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628) 🌐 <p>Respond to and compose texts:</p> <ul style="list-style-type: none"> respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives 🌐 recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807) 🌐
<p>Suggested Texts</p> <p>Film extracts from: <i>Whale Rider</i>, <i>Spirited Away</i>, <i>Grave of the Fireflies</i>, <i>The Secret of Roan Inish</i></p> <p>Poetry and prose: (Booklet provided)</p> <p><i>Voices Nearby</i> – an anthology of asia-pacific writing – Paul Grover (editor)</p> <p><i>Inanimate Alice</i> - http://www.inanimatealice.com/ in Russia</p> <p>Websites</p> <p>http://www.asiancha.com/ - Asian poetry, creative non-fiction and fiction; http://poetrykanto.com/ - Asian poetry and prose</p> <p>http://www.abc.net.au/news/specials/mama-asia/ - Access stories from inspirational women from across Asia</p> <p>Dust Echoes: http://www.abc.net.au/dustechoes/ - Aboriginal myths</p> <p>Aboriginal Poetry: http://www.creativespirits.info/aboriginalculture/arts/aboriginal-poems.html</p>	

<p>Week 1: Through my window</p> <ul style="list-style-type: none"> ▪ Students to have an A4 exercise book or diary to do all writing exercises and reflections before they are published. Explain the importance of hand-writing and drafting. ▪ Students to read a range haikus and poems about place. ▪ Read the poems and their annotations that are provided as models, and begin to experiment with writing about their world and experiences through 12-word autobiography, sentence of the day and master chef writing. ▪ Describe their place: their room and the scene from their window. Brainstorm a list of adjectives, verbs and phrases to describe this world. Revisit explicitly verbs as the muscles of writing, adjectives and adverbs and emotive language. ▪ Focus on how to create visceral, gustatory, olfactory and auditory imagery through word choice and figurative devices. ▪ Students to compose an imaginative response 'Through my Window' and post it to the class wiki, blog or Mahara. This will be the first draft of the summative assessment task. ▪ Introduction to spelling program. Students to select own words. Start a class glossary of technical terms that will be added to by the students. ▪ Students to discuss and evaluate the perspective of the world presented and how this has been conveyed through language choices.
<p>Week 2: Introduction to representation of different worlds</p> <ul style="list-style-type: none"> ▪ Picture books are used by composers to vividly represent different worlds – real and imagined. Discussion and notes on how to respond to the text. ▪ Revisit visual literacy and explicitly teach framing, vectors, hue, composition, gaze, rule of thirds and proxemics. ▪ Creating a montage of images that reflect the student's world. ▪ Form a group and analyse extracts from a range of picture books and photographs from National Geographic - http://photography.nationalgeographic.com.au/photography/ discussing how the visuals represent a range of worlds, and how the student responds personally and why. ▪ Spelling & vocabulary: 15 – 20 visual literacy terms from this week's texts or discussion and own definition.
<p>Weeks 3-4: Journey to other worlds through poetry</p> <ul style="list-style-type: none"> ▪ Analysing and discussing how other composers use language forms and features to create their world through a range of multicultural poetry. ▪ Explicit focus on the sound devices: onomatopoeia, alliteration, assonance and sibilants, the plosive and fricative use of consonants. ▪ Identifying, comparing and contrasting the range of perspectives in the texts and how they are conveyed. ▪ Composing hand-written haikus in A4 book focused on how the students see the world and on the sound of language. ▪ Creating in pairs a found poem. Students hunt down one line from ten to twenty texts and create an original found poem that evokes

<p>a strong sensual experience of place and culture. It could be about the food of a country or the pastimes. They could steal a line from National Geographic, one of the poems you have provided, newspaper articles, food guides, etc. The possibilities are endless!</p> <ul style="list-style-type: none"> ▪ Justifying why one of the poems appeals to them. ▪ Spelling & vocabulary: 15 – 20 poetic terms or challenging words from this week’s poems or discussion.
<p>Week 5-6: Journey into other worlds through story</p> <ul style="list-style-type: none"> ▪ Students to consider how stories are a significant part of their cultural history and memory. They will explore a range of stories and extracts from novels from a range of cultures. They need to discuss and analyse: context, perspective, qualities of language, characters, situations and concerns, cultural factors and their personal response. (Extracts and stories from <i>Voices Nearby – an anthology of asia-pacific writing and Inanimate Alice</i> - http://www.inanimatealice.com/ in Russia or <i>Dust Echoes</i> - http://www.abc.net.au/dustechoes/) ▪ Compose a reflection statement in the A4 exercise book that records their personal response to the perspective of one of the short stories or extracts examined. ▪ Revisit narrative writing (see narrative planning mat) and focus on setting. ▪ Explicit focus on syntax: simple, compound, truncated and complex sentences. ▪ Sentence building activities. ▪ Spelling & vocabulary: Find 15-20 adjectives and use them in the four types of sentences.
<p>Weeks 7-8: Journey into other worlds through film</p> <ul style="list-style-type: none"> ▪ Viewing and analysing a variety of film extracts from different cultures, and discussing the perspective of the characters. ▪ Group discussion questions on how the different cultures are represented in the films. ▪ Explicitly focus on: mise-en-scene, camera shots, angles and movement, sound, lighting and colour. ▪ Students to compose a journal entry or confessional poem in their A4 exercise books by one of the characters encountered in one of the films revealing their perspective of a situation or others. ▪ Explicit focus on dialogue and punctuation conventions. ▪ Spelling & vocabulary: revision
<p>Week 9: Through your eyes</p> <ul style="list-style-type: none"> ▪ Editing, refining and publishing the imaginative response ‘Through my Window’ using any medium and evaluating the perspective and how it has influenced meaning. ▪ They are to record the text, listening for the sound of the words. They should be encouraged to do a number of drafts. When it is ready it is published using any medium chosen by the student. ▪ Students should also critique each other’s texts. ▪ Teachers need to model and scaffold an evaluation.

Narrative Planning Mat

Orientation

- Good openings catch the reader's interest
- Show not tell
- Tense and person

Characterisation

- Voice
- Motives and role
- Appearance: the eyes, movements, dress,
- Relationships
- Actions
- Striking adjectives and verbs
- Dialogue: authentic

Setting

- Orient the reader through setting
- Time, place, weather, colours
- The senses: look, feel, sound like
- Pathetic fallacy: nature

Structure

- Orientation
- Complication
- Resolution
- Coda
- Motif
- Tension
- Variation: circular, flashback, multiple perspectives, stream of consciousness

Style - Sentences

- Vary sentence starters
- Variety of sentence types and lengths: simple, compound, complex, declarative, exclamatory, truncated, etc.

Style – Word Choice

- Person: First, second or third
- Striking verbs
- Colourful adjectives
- Use precise nouns
- Nominalisation
- Sounds: Consonants and vowels – fricative, discordant, etc.
- Imagery: figurative devices, sound devices, symbolism

Ideas

- Paired metaphors
- Current headlines
- Your core values: Integrity, honesty, compassion, empathy

Incidents

- Start in the middle of the action
- Write from experience
- Show don't tell!
- Leave something for the reader's imagination

Writing Activities

Masterchef Narratives

The teacher provides the ingredients and the pupils have 15 minutes to ‘cook’ the special narrative.

Recipe

A teddy bear

A red ribbon

A faded photograph

Two adjectives only

Present tense

First person

A simile

Alliteration

Onomatopoeia

A fractured sentence

Ellipsis

150 words maximum

Sentence Building

Simple sentences that are enriched by adding more layers, such as:

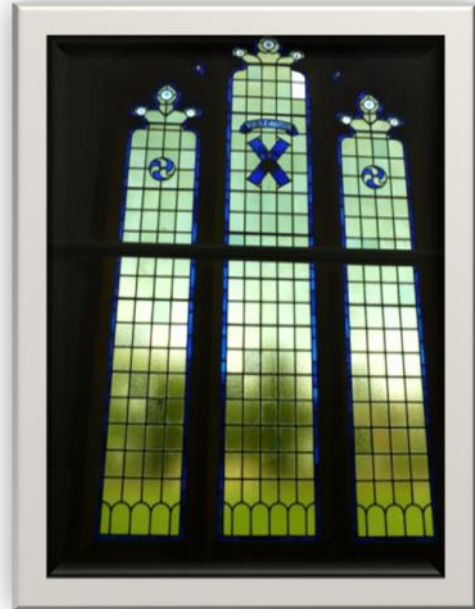
1. Begin with an article, subject and a verb. *The rain fell.*
2. Add an adjective and an adverb. *The heavy rain fell incessantly.*
3. Add prepositional phrases. *In the middle of the day, the heavy rain fell incessantly onto the steaming streets.*
4. Add an appositive phrase. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets.*
5. Add a subordinate clause. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets, as the sun rays peaked through the clouds.*
6. Add a triad of absolute phrases. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets, as the sun's rays peaked through the clouds, sparkling in the puddles, dancing on the drenched footpaths, disappearing behind heavy clouds.*

Assessment Task: Through My Window

Ciame is from the Far North Coast of NSW. She describes what she sees from her farmhouse window.

Through my Window

I'm sitting on the edge of my bed
with a large, golden dog at my feet.
The room has stained white walls
and glossy frames.
There is a bookcase full of fantasy novels
in the corner,
On top of the bookcase is a stereo
playing an old song from the eighties.
As I look out my window I see
the old silky oak with its green leaves
and yellow blossoms.
Their bright colour contrasts with the dull
green of the leaves.
In the giant shadow of the oak
there is a herb garden,
and through the window I smell rosemary and
lavender,
mixed with the spice of chili and the fresh
sweet scent of mint and basil.
A black neighbourhood cat
stalks the lorikeets feeding on the red brush box blossoms.
As he jumps they fly away screeching
setting off a storm of bird song around the neighbouring yards.
Past the rotting back fence,
there is the elderly Italian man
working in his vegetable garden.
Further out over the town and the mountains
that form the west wall of the valley,
the golden sun sets in the purple tinted sky.
As I walk over to close the window,
the brilliant sun sunset ends
and the first star of the night appears.
Natural beauty is special.
Move into its world and feel its magic.



Outcomes

1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.
9. A student demonstrates understanding that texts express views of their broadening world and their relationships within it.
10. A student identifies, considers and appreciates cultural expression in texts.

The Task

When we look out of the windows of our homes we see a unique world. We might see an old oak tree and a garden filled with colourful flowers or a city street with cars rushing by and tall buildings casting long shadows. What we see is influenced by our perspectives of self, others and the world.

Your task is to look outside your window or a window of your imagination and compose an imaginative response. You could be looking through an aircraft window that makes you think about the place you have left or the place you are going to visit. You could be looking through a dollhouse window and remembering when you were little or looking through a scuba divers mask and seeing the beautiful coral and the brightly coloured tropical fish.

Remember to describe what you see vividly so that your reader can ‘see’ what you see. Keep your writing tight and focused. You could compose a short story or a poem or even create a multi-modal text. Use any medium to present your imaginative response. You will then be required to compose a 200-word evaluation of how you responded to your world and how your perspective and context shaped your response.

You will be assessed on how well you:

- Use language and form to capture your world and its culture
- Convey your personal response to the world you describe
- Evaluate the impact of your perspective and context on your response

Initial Self and Peer Marking Criteria

Criteria	Sound	Effective	Skilful
Description of the world through a real or imaginary window	1-2	3-4	5
Personal response evident	1-2	3-4	5
Control of language and form that describes the world and conveys its culture	1-2	3-4	5

Marking Guidelines

Performance Descriptor	Marking Guidelines
Excellent A	<ul style="list-style-type: none"> ▪ Skilful use of language and form to capture the world and its culture ▪ Conveys skilfully a personal response to the world ▪ Evaluates perceptively the impact of perspective and context
High B	<ul style="list-style-type: none"> ▪ Effective use of language and form to capture the world and its culture ▪ Conveys effectively a personal response to the world ▪ Evaluates thoughtfully the impact of perspective and context
Satisfactory C	<ul style="list-style-type: none"> ▪ Sound use of language and form to capture the world and its culture ▪ Conveys soundly a personal response to the world ▪ Evaluates the impact of perspective and context
Working towards D	<ul style="list-style-type: none"> ▪ Limited use of language and form to capture the world and its culture ▪ Limited personal response to the world ▪ Describes the impact of perspective and/or context
Not demonstrated E	<ul style="list-style-type: none"> ▪ Little or no attempt to compose an imaginative response ▪ Elementary or no personal response ▪ Elementary or no reference to perspective and/or context